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ABSTRACT

This model for an inservice program designed to provide training in peer coaching for teachers contains information sheets on the following: (1) elements of an effective program; (2) program purpose; (3) program components; (4) program content; (5) program assessment; (6) what teachers say about peer coaching; (7) why coach; (8) preconditions for coaching; (9) peer observation process and objectives; (10) preconference forms and questions; (11) postconference forms and questions; (12) peer coaching team's evaluation form; (13) local district guidelines for peer coaching; and (14) local district assessment of peer coaching. (JD)

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INSERVICE FOR INSTRUCTIONAL EXCELLENCE:

A Model in Progress

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National Staff Development Council
1987 Annual Conference

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ACKNOWLEDGEMENTS

We would like to express our deep appreciation to Kay Hachten, Bernice McCarthy, Paige Perkins, Ray Wlodkowski, Bob Garmston, and Dick Foster for their support of and contribution to the staff development programs that have been developed in our school districts. We are especially indebted to Bob Garmston for his continual support of the peer coaching segment of our programs. We salute all of these colleagues who have been great "coaches."

John Murphy

David Eblen

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STAFF DEVELOPMENT

ELEMENTS OF AN EFFECTIVE PROGRAM	DISTRICT 230
I. LONG TERM	- FIVE YEARS
II. IDENTIFIED FOCUS	- IMPROVEMENT OF CLASSROOM INSTRUCTION
III. SUPPORTS DISTRICT MISSION	- FOCUS ENERGIES ON TEACHING AND LEARNING
IV. COLLABORATIVELY DEVELOPED	- INSERVICE FOR EXCELLENCE COMMITTEE
V. CONTAINS CONTENT AND PROCESS	- INSTRUCTIONAL DECISION-MAKING MODEL - PEER COACHING
VI. AMPLE FOLLOW-UP OPPORTUNITIES	- FOLLOW-UP WORKSHOPS IN SUMMER AND DURING SCHOOL YEAR
VII. TEACHER CONTROLS PROFESSIONAL DEVELOPMENT	- SELECTS COACHING CADRE - SELECTS INSTRUCTIONAL STRATEGIES - DETERMINES FEEDBACK - EVALUATES DATA COLLECTED - IDENTIFIES FUTURE INSTRUCTIONAL STRATEGIES
VIII. COMMITMENT	- TRUST, TIME, FUNDS

DISTRICT 230 STAFF DEVELOPMENT PROGRAM

PURPOSE

1. PUT THE TEACHER IN CONTROL OF THEIR OWN PROFESSIONAL DEVELOPMENT.

2. RAISE INTUITIVE TEACHING BEHAVIORS TO A CONSCIOUS LEVEL.

3. ENCOURAGE COLLEGIAL SHARING ABOUT THE SCIENCE/ART OF TEACHING.

4. INCREASE REPERTOIRE OF TEACHING STRATEGIES.

5. CREATE A CLIMATE WHERE INSTRUCTIONAL EXCELLENCE IS THE NORM.

6. IMPROVE STUDENT ACHIEVEMENT.

COMPONENTS OF DISTRICT 230 STAFF DEVELOPMENT PROGRAM

A. SUMMER TRAINING PROGRAM

1. ELIGIBLE STAFF: FULL TIME TENURED FACULTY.

2. TIME: FORTY HOURS OF INSTRUCTION AND PRACTICE.

3. CONTENT:
   - INSTRUCTIONAL DECISION-MAKING MODEL (3 DAYS).
   - 4MAT SYSTEM OF LEARNING/TEACHING STYLES (2 DAYS).
   - STUDENT MOTIVATION (2 DAYS).
   - PEER COACHING (3 DAYS).

4. PRESENTERS:
   - KAY HACHTEN - CALIFORNIA
   - BERNICE MC CARTHY/PAIGE PERKINS - ILLINOIS
   - RAYMOND WLODKOWSKI - WISCONSIN
   - ROBERT GARMSTON - CALIFORNIA

5. INSTRUCTIONAL MODE: VIDEOTAPES, GROUP ACTIVITIES, ROLE PLAYING, LECTURES.

6. MATERIALS: NOTEBOOK & ARTICLES, WORKSHEETS, DATA INSTRUMENTS

7. SETTING: PROFESSIONAL ENVIRONMENT.

8. INCENTIVES:
   - A PARTICIPATION STIPEND.
   - OPTION OF PEER COACHING.

B. PEER COACHING CADRES

THE FOLLOWING ARE THE DISTRICT EXPECTATION FOR PEER COACHING CADRES:

1. THE PREFERABLE COACHING MODEL IS COLLEGIAL COACHING OVER TECHNICAL COACHING. REMEMBER: IT IS NOT THE RESPONSIBILITY OF THE COACH TO FIX THE TEACHER. THE COACH'S ONLY RESPONSIBILITY IS TO HELP THE TEACHER REFLECT ON HIS/HER OWN BEHAVIOR.

2. CADRES SHOULD BE COMPOSED OF 3 OR 4 INDIVIDUALS.

3. TEACHERS SHOULD BE FROM DIFFERENT DISCIPLINES..

4. CADRES SHOULD BE FORMED ON A VOLUNTARY BASIS.

5. CONSIDER COMMON PREPARATION OR LUNCH PERIODS IN FORMING CADRES.

6. CONSIDER INDIVIDUAL'S LEARNING STYLES IN FORMING CADRES.

7. CADRES MAY REMAIN TOGETHER FOR MORE THAN ONE YEAR.

8. CADRES WILL OBSERVE EACH OF THEIR MEMBERS AT LEAST ONCE EACH SEMESTER.

9. CADRES SHOULD DECIDE THEIR OWN OPERATING RULES BEFORE THEY BEGIN.

10. BUILDINGS SHOULD IDENTIFY THEMES ON WHICH THE CADRES WILL FOCUS AS THEY PRACTICE COACHING. WITHIN THE BUILDING'S THEME, EACH CADRE MAY SELECT THE SPECIFIC CONCEPT OR SKILL ON WHICH THE INDIVIDUALS WILL FOCUS.

C. FOLLOW-UP OPPORTUNITIES

1. ELIGIBLE STAFF: TEACHERS WHO PARTICIPATE IN THE SUMMER TRAINING PROGRAM

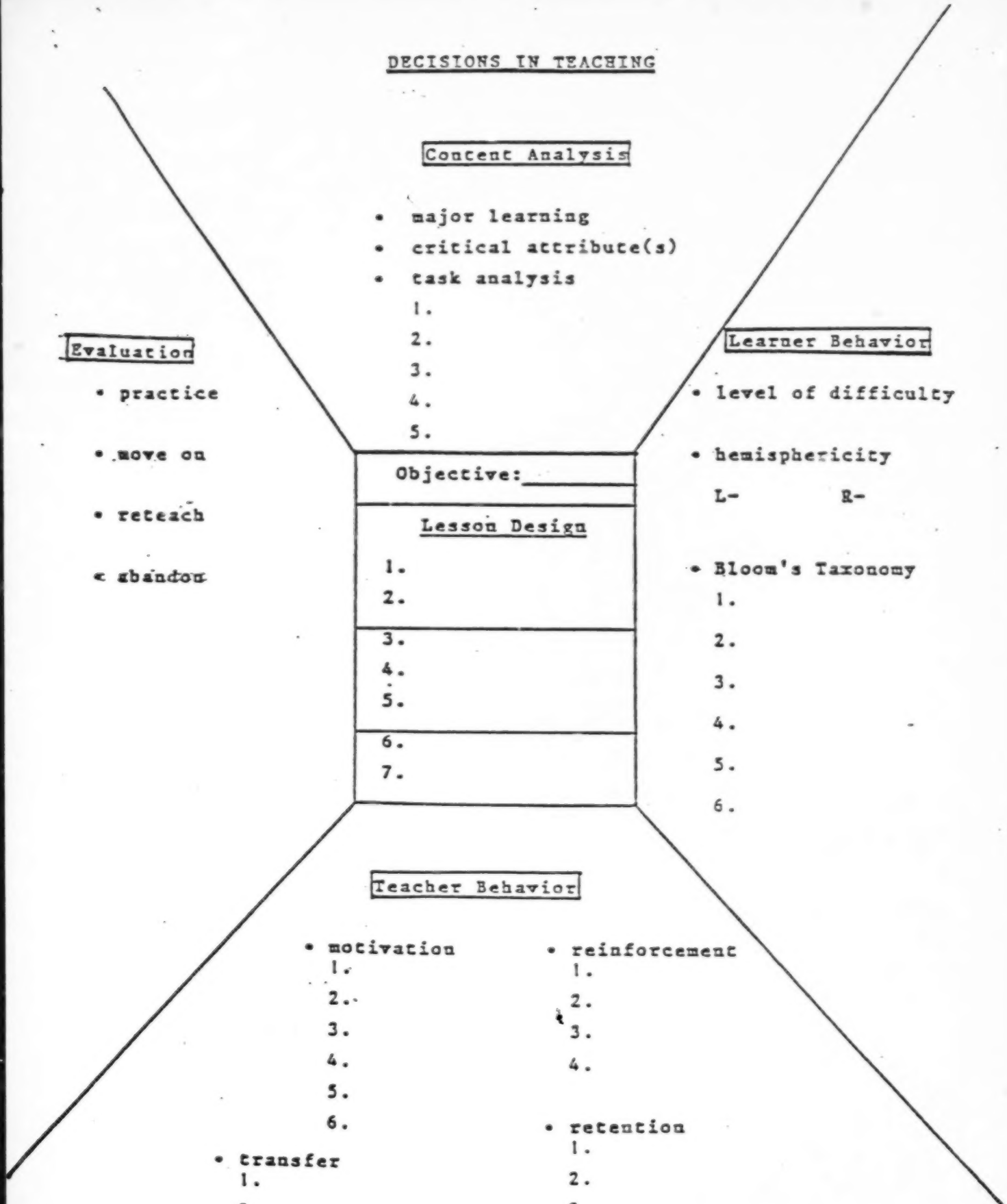
2. TIME:
   - SUBSEQUENT SUMMERS.
   - INSERVICE DAYS.
   - REGULAR SCHOOL DAYS.
   - AFTER SCHOOL AND EVENINGS.

3. CONTENT:
   - FOCUS ON BOTH CONTENT AND PROCESS.
   - SHARING SUCCESSES/PROBLEMS OF IMPLEMENTING SUMMER KNOWLEDGE AND SKILLS.
   - APPLICATION OF SUMMER KNOWLEDGE TO "REAL" LESSON PLANS.
   - ADDITIONAL FACETS OF THE MODELS PRESENTED IN THE SUMMER.

4. PRESENTERS: SUMMER RESOURCE PEOPLE.

5. INCENTIVES:
   - STIPEND FOR SUMMER OR AFTER SCHOOL PARTICIPATION.
   - UNLIMITED SUBSTITUTES DURING THE SCHOOL DAY.

DECISIONS IN TEACHING



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The Complete 4Mat System Model

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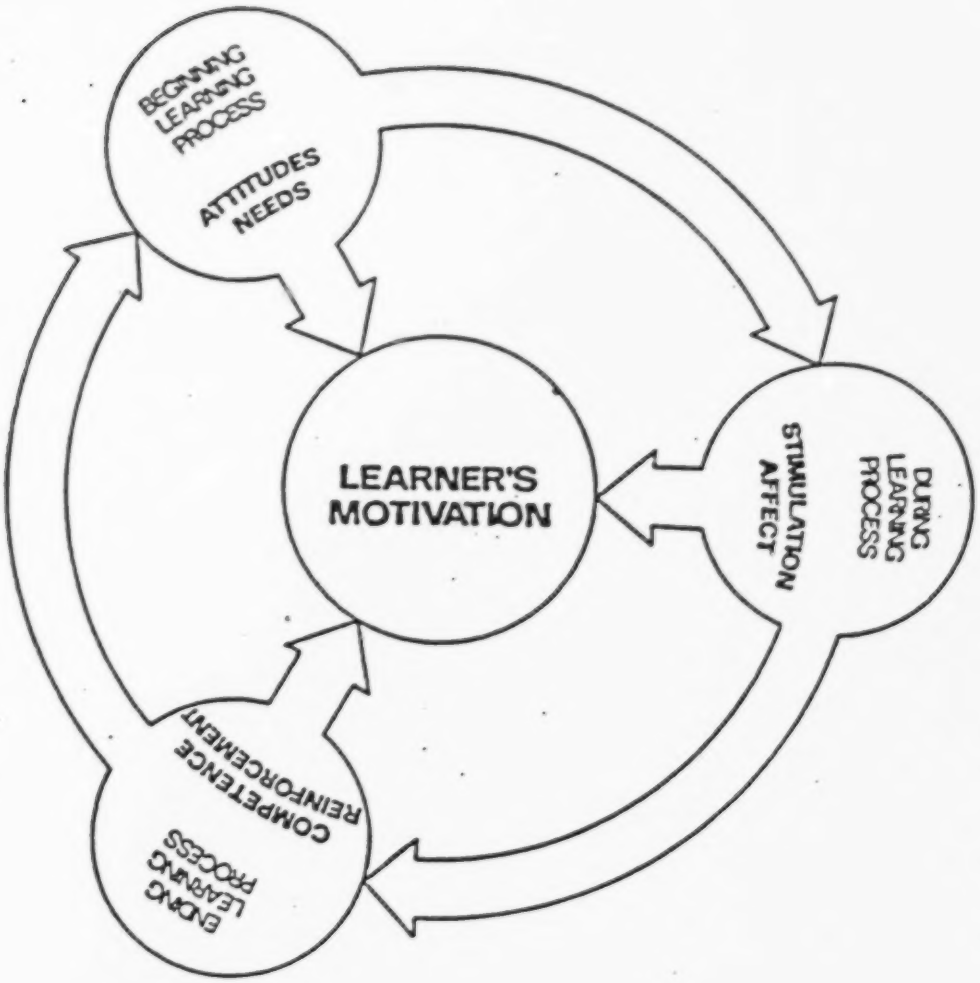
Figure 1



**Every learning situation, whether it be 10 minutes or 10 days, can be divided according to a time continuum. There is always a beginning, a middle, and an end. Effective things can be done during each of these phases to facilitate student motivation. Each phase has a maximum potential for the employment of motivational methods that can optimally influence the learner's motivation. Each phase also relates to the other in forming a dynamic whole, so that when proper motivation strategies are applied, according to their particular phase, they enhance the overall learning experience and catalyze the student's positive return to the learning situation.

**The following sections of this paper are adapted from Motivation and Teaching: A Practical Guide, Raymond J. Wlodkowski, Washington, D.C.: NEA Press, 1984.

SUMMER INSERVICE - 1987

Please reflect on the inservice presentation which has been made today. Your reactions and suggestions will be beneficial in evaluating this summer's program and planning for future inservice programs.

August 10, 1987

Kay Hachten

1. As a result of Kay Hachten's presentation I more aware of the difference between intuitive and conscious teaching.

   agree 78% disagree 1% undecided 21%

2. Kay Hachten's presentation has made me more aware of teaching as a series of decisions.

   agree 93% disagree 5% undecided 2%

3. Kay Hachten's presentation has caused me to be conscious of the elements of my own instruction.

   agree 95% disagree ____ undecided 5%

4. Please rate the overall quality of the information which was presented by Kay Hachten.

   excellent 43% average 57% poor ____

5. Please rate the overall quality of Kay Hachten as a presenter.

   excellent 50% average 50% poor ____

6. Do you feel that the group would benefit by having Kay Hachten as part of a future inservice?

   yes 50% no 13% undecided 37%

August 11, 1987

Dr. Robert Garmston

1. As a result of Robert Garmston's presentation I more fully understand the purposes and rationale for peer coaching.

   agree 100% disagree ____ undecided ____

2. Robert Garmston's presentation provided strategies that reduce fear of criticism and identified possible structures that might be used in peer coaching.

   agree 100% disagree ____ undecided ____

3. As a result of Robert Garmston's presentation I am able to identify arrangements and forms of peer coaching.

agree 97% disagree ____ undecided 3%

4. Please rate the overall quality of the information which was presented by Robert Garmston.

excellent 94% average 6% poor ____

5. Please rate the overall quality of Robert Garmston as a presenter.

excellent 100% average ____ poor ____

6. Do you feel that the group would benefit by having Robert Garmston as part of a future inservice?

yes 100% no ____ undecided ____

7. If we were to institute a peer coaching program at Lemont Township High School, would you be interested in participating?

yes 77% no ____ undecided 23%

August 12 & 13, 1987

Paige Perkins

1. As a result of Paige Perkins' presentation I more fully understand the variety of learning preferences.

agree 95% disagree ____ undecided 5%

2. Paige Perkins' presentation has made me more aware of brain hemisphericity and how it affects teaching and learning.

agree 92% disagree 3% undecided 5%

3. As a result of Paige Perkins' presentation, I am more aware of my own learning preferences.

agree 92% disagree 3% undecided 5%

4. This information has made me more conscious of the variety of teaching approaches which I might use with my students.

agree 92% disagree 5% undecided 3%

5. Please rate the overall quality of Paige Perkins as a presenter.

excellent 92% average 5% poor 3%

6. Do you feel that the group would benefit by having Paige Perkins as part of a future inservice?

yes 90% no 7% undecided 3%

August 14, 1987

Dr. Richard Foster

1. As a result of Dr. Foster's presentation I more aware of the qualities of outstanding organizations.

agree 92% disagree ____ undecided 8%

2. As a result of Dr. Foster's presentation I am more aware of the qualities of peak performers.

agree 82% disagree ____ undecided 18%

3. Dr. Foster has made me more aware of my own communication style.

agree 87% disagree ____ undecided 13%

4. Dr. Foster's presentation has provided me with useful information for my own classroom.

agree 89% disagree 3% undecided 8%

6. Please rate the overall quality of the information which was presented by Dr. Foster.

excellent 74% average 26% poor ____

7. Please rate the overall quality of Dr. Foster as a presenter.

excellent 82% average 18% poor ____

8. Do you feel that the group would benefit by having Dr. Foster as part of a future inservice?

yes 76% no 11% undecided 13%

5. Overall, the summer inservice was:

-excellent (7 responses)
-good
-above average
-a success (2 responses)
-great (4 responses)
-rewarding (2 responses)
-effective
-very good (6 responses)
-profitable
-worthwhile, please continue - air conditioning
-good, helpful, just a bit too much listening required
-a good, motivating experience
-very informative
-excellent - keep up good work
-great - Paige Perkins was the best yet
-very informative, enjoyable, and worthwhile
-informative
-terrific
-the boost we all need to begin the '87-'88 school year
-I feel informed and ready to try different tactics
-Informative and dynamic. Very positive and uplifting

dk

(66 RESPONSES)

EVALUATION OF 1987 SUMMER INSERVICE PROGRAM

Kay Hachten: August 3 - 5, 1987

Please take a moment to assess the information and experiences which have been presented during this three day workshop. Your perceptions will help assess the present program and plan for future programs.

1. The information about Motivation Theory will be useful in my teaching.
   Strongly Agree 21 Agree 43 Disagree 1 Undecided 2

2. The information about Lesson Design will be useful in my teaching.
   Strongly Agree 23 Agree 37 Disagree 5 Undecided 2

3. The information about Levels of Thinking will be useful in my teaching.
   Strongly Agree 29 Agree 34 Disagree 2 Undecided 2

4. The information about Instructional Objectives will be useful in my teaching.
   Strongly Agree 19 Agree 38 Disagree 6 Undecided 2

5. The Mini Teaching Unit was a helpful exercise to practice the workshop ideas.
   Strongly Agree 33 Agree 29 Disagree 4 Undecided 1

6. Please rate the overall quality of the information which Kay Hachten presented.
   Excellent 22 Very Good 33 Average 8 Good 1 Poor 2
   Comments: (See the attached for comments.)

7. Please rate the overall quality of Kay Hachten's presentation style.
   Excellent 27 Very Good 32 Average 5 Good 1 Poor 1
   Comments: (See the attached for comments.)

8. Would you attend follow-up sessions on these topics with this presenter?
   Yes 41 No 13 Undecided 13
   Comments: (See the attached for comments.)

9. Do you feel the information presented in this workshop should be a continuing part of summer inservices in the coming years?
   Yes 47 No 5 Undecided 13
   Comments: (See the attached for comments.)

(67 Responses)

EVALUATION OF 1987 SUMMER INSERVICE PROGRAM

Paige Perkins: August 6 & 7, 1987

Please take a moment to assess the information and experiences which have been presented during this two day workshop. your perceptions will help assess the present program and plan for future programs.

1. The information about Learning Styles has provided me with a better understanding of both the similarities and differences I experienced with other people.
   Strongly Agree 53 Agree 14 Disagree ____ Undecided ____

2. The information about the four types of Learning Styles will help me understand my students' learning styles.
   Strongly Agree 53 Agree 14 Disagree ____ Undecided ____

3. The information about Hemisphericity will help me understand my students' left/right brain approaches to learning.
   Strongly Agree 46 Agree 20 Disagree ____ Undecided ____

4. This workshop will help me adjust my teaching style to provide activities that recognize the different learning styles of students in my classes.
   Strongly Agree 41 Agree 24 Disagree 1 Undecided 1

5. Please rate the overall quality of the information which Paige Perkins presented.
   Excellent 55 Very Good 9 Average 3 Poor ____

   Comments: _____

   (See attached for comments.)

6. Please rate the overall quality of Paige Perkins' presentation style.
   Excellent 58 Very Good 7 Average 2 Poor ____

   Comments: _____

   (See attached for comments.)

7. Would you attend follow-up sessions on these topics with this presenter?
   Yes 59 No 4 Undecided 4 Comments: _____

   (See attached for comments.)

8. Do you feel the information presented in this workshop should be a continuing part of summer inservices in the coming years?
   Yes 63 No 3 Undecided 1 Comments: _____

   (See attached for comments.)

(68 Responses)

EVALUATION OF 1987 SUMMER INSERVICE PROGRAM

Ray Wlodkowski: August 10 & 11, 1987

Please take a moment to assess the information and experiences which have been presented during this two day workshop. Your perceptions will help assess the present program and plan for future programs.

1. The six stage motivational model will help me better understand student behavior.

   Strongly Agree 10 Agree 39 Disagree 16 Undecided 3

2. I have gained a better understand of how to do motivational planning.

   Strongly Agree 11 Agree 31 Disagree 24 Undecided 2

3. I have gained a better understanding of attribution theory.

   Strongly Agree 9 Agree 38 Disagree 18 Undecided 3

4. The information in the Diagnostic Motivation Chart gave me practical ideas I can use in class.

   Strongly Agree 12 Agree 27 Disagree 23 Undecided 6

5. Please rate the overall quality of the information which Ray Wlodkowski presented.

   Excellent 9 Very Good 18 Average 27 Poor 14

6. Please rate the overall quality of Ray Wlodkowski's presentation style.

   Excellent 3 Very Good 8 Average 34 Poor 23

7. Would you attend follow-up sessions on motivation with this presenter?

   Yes 16 No 38 Undecided 14 Comments: (See attached for comments.)

8. Do you feel the information presented in this workshop should be a continuing part of summer inservices in the coming years.?

   Yes 16 No 38 Undecided 14 Comments: (See attached for comments.)

9. Additional comments: (See attached for comments.)

(68 RESPONSES)

EVALUATION OF 1987 SUMMER INSERVICE PROGRAM
Bob Garmston: August 12-14, 1987

Please take a moment to assess the information and experiences which have been presented during this three day workshop. Your perceptions will help assess the present program and plan for future programs.

1. I have gained a better understanding of the distinctions between coaching and evaluation
   Strongly Agree 59 Agree 9 Disagree ____ Undecided ____

2. The ideas and skills related to creating and managing trust and rapport were helpful.
   Strongly Agree 52 Agree 15 Disagree 1 Undecided ____

3. The ideas and skills related to helping a colleague analyze and evaluate their own teaching behaviors were beneficial.
   Strongly Agree 46 Agree 21 Disagree 1 Undecided ____

4. The opportunity to practice pre-conference and post-conference activities were helpful.
   Strongly Agree 46 Agree 18 Disagree 3 Undecided 1

5. The information about questioning techniques was helpful.
   Strongly Agree 48 Agree 20 Disagree ____ Undecided ____

6. The distinction between praising and acknowledging was helpful.
   Strongly Agree 36 Agree 26 Disagree 3 Undecided 3

7. The pre and post conferences conducted by Bob and Linda helped me see how the coaching concepts work.
   Strongly Agree 36 Agree 28 Disagree 3 Undecided 1

8. The panel discussion about peer coaching in District 230 was helpful.
   Strongly Agree 32 Agree 32 Disagree 2 Undecided 1

9. I look forward to participating in a peer coaching cadre this year.
   Strongly Agree 30 Agree 26 Disagree 2 Undecided 10

10 Please rate the overall quality of the information which Bob Garmston presented.
   Excellent 58 Very Good 8 Average 2 Poor ____

11. Please rate the overall quality of Bob Garmston's presentation style.
   Excellent 55 Very Good 12 Average 1 Poor ____

12. Would you attend follow-up sessions on these topics with this presenter?
   Yes 61 No 3 Undecided 4 Comments: ____

   (See attached for comments) ____

13. Do you feel the information presented in this workshop should be a continuing part of summer inservices in the coming years?
   Yes 66 No 1 Undecided 1 Comments: ____

   (See attached for comments) ____

Evaluation Comments: August 3 - 14, 1987

QUESTIONS #1

1. The most meaningful part of this entire program for my own professional growth was:

- Peer Coaching.
- Raising to a conscious level some old and new ideas. The chance to interact positively with peers in a relaxed environment.
- Bob Garmston's presentation.
- Meeting other people.
- I benefited from all parts of the program.
- The peer coaching days. It was motivating for me to relate ideas presented to direct classroom activities.
- Paige Perkins for the background. Bob Garmston for the information that I will take and use.
- Perkins' and Garmston's presentation.
- Learning about learning styles.
- Preparing for peer coaching, teaching techniques, and different learning styles.
- Last session, the actual practice was most helpful.
- The actual doing of pre, teach and post sessions.
- Helping to increase the professional standards of our careers.
- Paige Perkins' presentation.
- Peer coaching session.
- Peer coaching and "4MAT" very equally meaningful.
- Three day peer coaching session.
- Information and demonstration regarding four kinds of learners.
- The last 3 days, bringing it all together, to see the purpose and overall picture.
- Paige Perkins' information on different types of learning.
- Peer coaching. I understand the difference between evaluation and coaching.
- The information from all of the presenters will (I hope) be included in some aspect of my teaching, with the help of coaching.

- Studying the different learning styles.

- Bob Garmston's presentation and Paige Perkins. I left their sessions wanting to know more from each and looking forward to the next day's work.

- Helping to look at my classroom planning.

- Peer coaching.

- Seeing other techniques for style of teaching.

- How to implement peer coaching and what I can gain from it.

- Paige's presentation on learning quadrants was probably the most interesting and immediately applicable information.

- An awareness of what I do in the classroom.

- Bob Garmston's peer coaching techniques.

- Peer coaching, 4Mat and right/left brain, and Kay's information on lesson design.

- Socialization, time out for reflection on my techniques, being exposed to new research, hearing a variety of speakers, observing others teaching, time for practice.

- Paige's presentation.

- Bob Garmston's peer coaching presentation.

- Paige Perkins.

- Learning about the variety of learning methods and planning on considering this variety in my classroom.

- Motivator and seven elements of lesson design.

- It is difficult to select the most meaningful. I can say that it helped me to reconsider, to question, to analyze what I do and to list some specific ways I can change and experiment.

- Peer coaching.

- Peer coaching because it combined all the other topics we had been discussing for the last two weeks. Some of the strategies he discussed for coaching I will be incorporating into teaching my students.

- 4MAT and peer coaching.

- I would have to say both Paige and Bob's presentation.

- Peer coaching, presented as a positive experience for positive professional growth and support.

- Peer coaching segment.

- Peer coaching training. I look forward to learning from/with my

peers. The other topics (motivation, hemisphericity) were already familiar to me.

- Peer coaching.
- Peer coaching.
- Practicing coaching.
- Review and application from a teacher's perspective of high level and questioning of students. The variety of question/response for students.
- Development of strategy for analysis of instructional behaviors.
- Bob Garmston - Trust - mistrust idea.
- Kay Hachten.
- The last three days.
- Bob Garmston's presentation, the pre and post conference practice on the last day.
- Bob Garmston.
- Work on motivation.
- Sharing this with other colleagues and watching the barriers come down by working together.

What Teachers Say About Peer Coaching . . .

1. adds to the excitement of teaching.

2. helps to improve teacher self-esteem.

3. relieves the feeling of isolation.

4. encourages and stimulates innovative ideas.

5. provides an avenue for obtaining assistance in becoming a better teacher.

6. enables one to learn and share ideas, information, and/or teaching techniques.

7. alleviates apprehension of being judged and takes pressures off formal evaluation.

8. promotes enthusiasm, creativity, pride, and a sense of unity/collaboration between teachers and administration.

9. increases student performance and attitude.

10. provides a team approach for solving student learning problems.

11. allows teachers to see what other teachers are doing.

12. provides recognition of a job well done.

WHY COACH?

The degree of proficiency attained in a teacher's knowledge, skill, and application is determined by the following first FIVE STEPS of the TRAINING DESIGN.

TRAINING STEPS	TRAINING STAGES		
	Knowledge Mastery	Skill Acquisition	Classroom Application
THEORY (Lecture)	Middle/High	Low	Very Low
+			
DEMONSTRATION	High	Low/Middle	Very Low
+			
PRACTICE & FEEDBACK	High	High	Very Low
+			
CURRICULUM ADAPTATION	High	High	Low/Middle
+			
COACHING	High	High	High
+			
PERIODIC REVIEW	High	High	High

Adapted from Bruce Joyce.

PRECONDITIONS FOR COACHING

A PERCEPTION OF "GOOD BUT GROWING"

- There must be a general perception on the part of the people involved that they are good but can always get better; they can always improve what they are doing. This general orientation has been found to characterize effective schools.

A REASONABLE LEVEL OF TRUST

- The teachers and principals involved must have a reasonable level of trust developed. They are confident that no one is going to distort the situation into a punishing one. As Tom Bird says, "There is a way of talking and acting which separates the question of practice and its consequences from the question of people and their competence, and which separates habits from self-esteem. Then, the practices and habits can be put on the table and dissected while the person who uses them remains intact."

A SENSE THAT PEOPLE CARE FOR ONE ANOTHER

- There must be an interpersonal climate in the building that conveys the sense that people care about each other and are willing to help each other.

Adapted from: Coaching: A Powerful Strategy in Improving Staff Development and Inservice Education. Mid-Continent Regional Laboratory (McREL), 1985.

THE PEER OBSERVATION PROCESS

1. **PRECONFERENCE**

   The Teacher:

   Clarifies goals and objectives, describes teaching strategies, determines learning evaluation measures and techniques and clarifies the coaching process by describing the coaching role and data for the coach to gather.

2. **LESSON OBSERVATION**

   The Coach:

   Gathers data about student performance of objectives and data about teacher performance of strategies.

3. **POSTCONFERENCE**

   The Teacher:

   Compares what happened with what was desired and makes inferences about student achievement of objects and teacher strategies.

   The teacher also draws cause-effect relationships between teacher strategies and student achievement, and evaluates appropriateness of desired objectives and prescribes alternative teaching strategies.

   Finally, the teacher evaluates the processes of coaching.

   The Coach:

   Provides data requested in preconference and facilitates teacher recall, analysis and application of data.

PRECONFERENCE OBJECTIVES

THE COACH'S OBJECTIVES

Preobservation. The coach will:

(Planning)

1. Elicit and clarify statements of purpose of the lesson.
2. Probe for specific observable student behaviors.
3. Probe for the specific teaching strategies/ behaviors to be used.
4. Determine what led up to and what will follow this lesson.
5. Invite teacher concerns/hopes for the lesson.
6. Elicit a description of own role in the observation.
7. Determine, with the teacher, how data can be collected.

THE TEACHER'S OBJECTIVES

Preobservation. The teacher will:

(Planning)

1. State the purposes of the lesson.
2. Translate the purposes into descriptions of observable student behaviors desired.
3. Describe the teaching strategies/behaviors to be employed to facilitate students' performance of desired behaviors.
4. Describe the sequence in which this lesson occurs.
5. Anticipate any concerns.
6. Describe the role of the observer.
7. Suggest forms in which observation data can be collected.

POSTCONFERENCE OBJECTIVES

THE COACH'S OBJECTIVES

Postobservation. The coach will:

(Reflecting)

1. Probe for the teacher's intuition/feelings/ affect.
2. Ask the teacher to recall the student behavior observed during the lesson to support those feelings.
3. Ask the teacher to recall the teacher behaviors/strategies used during the lesson.
4. Present the teacher with data collected about student behaviors and seek comparison between student behavior performed and student behavior desired.
5. Present the teacher with data collected about teacher behaviors and seek comparison between teacher behavior performed and teacher behavior planned.
6. Probe for inferences about the achievement of the purpose of the lesson.
7. Probe for explanations as to why the student behaviors were/were not performed.

(Applying)

8. Elicit prescriptions for alternative teaching strategies/ behaviors/conditions.
9. Elicit an evaluation of the interview process and coaching cadre's conferencing skills.

THE TEACHER'S OBJECTIVES

Postobservation. The teacher will:

(Reflecting)

1. Express feelings about the lesson.
2. Recall student behaviors observed during the lesson that support the teacher's feelings.
3. Recall and relate teacher decisions and behaviors to student behaviors.
4. Compare student and teacher behavior performed with behaviors the teacher had planned.
5. Make inferences as to the achievement of lesson objectives.
6. Analyze why student behaviors were or were not performed.

(Applying)

7. Make self-prescriptions for alternate teaching strategies or behaviors.
8. Give the observers feedback about how they have helped the teacher in this process.

PEER COACHING
TEACHER'S PRECONFERENCE FORM

1. Lesson objective (what student behaviors during or at the end of the lesson will indicate the lesson objective has been met?):

2. Teaching plan: What I plan to do first, next and next.

3. What teaching skills or strategies I'm working on and would like the observer to collect data about (Example: wait time, every pupil response, higher level questioning, probing student responses, clear directions, 6 principles of motivation, directed teaching lesson design, cooperative learning structure, teacher proximity, etc.):

4. How data can be collected:

5. Additional information I'd like the observer to have:

6. The type of coaching I want is: _____ technical, _____ collegial.

   Expectations: What I want from this conference is:

7. Date and time of the observation:

8. Date, time and location of the postconference.

Robert J. Garmston
California State University, Sacramento

Spokesperson

PEER COACHING
OBSERVER'S PRECONFERENCE FORM

1. Lesson objective (what student behaviors will be seen (or heard) during or at the end of this lesson that indicate the lesson objective has been met?):

2. What is the teacher's plan?

3. What teaching skills or strategies the teacher wants information about:

4. How data is to be collected:

5. Additional information from the teacher about the class:

6. The coaching style the teacher wants is: _____ technical, _____ collegial.

   The teacher's expectations from this observation and conference are:

7. Date and time of the observation:

8. Date, time and location of the postconference:

Robert J. Garmston
California State University, Sacramento

PEER COACHING
TEACHER'S REFLECTION AND POSTCONFERENCE PLANNING FORM

1. What student (learning) behaviors did I see or hear? How did those behaviors compare with what I had planned?

2. What do I infer from this data about:

   a. Degree or extent of student learning.

   b. Relationship of my teaching decisions and behaviors to student learning.

   c. What, if anything, I might do differently if I were to reteach this lesson.

3. What are my observations, judgments, feelings and decisions about the specific teaching skills or strategies about which I asked the observer to collect information?

4. What have I learned from this experience? What am I curious about? How can the observer be of service to me in the postconference?

Robert J. Garmston
California State University, Sacramento

PEER COACHING
OBSERVER'S POSTCONFERENCE PLANNING FORM

1. **For Technical Coaching:**

   a. List teacher behaviors planned and seen.

   b. List teacher behaviors planned and not seen.

   c. Describe data gathered related to the teacher's special requests.

   d. List the teacher decisions and behaviors that, in your opinion, relate to the extent and degree of student learning (include evidence).

   e. List your opening questions or statements for the postconference. Which observers will ask what?

2. **For Collegial Coaching:**

   List questions observers can ask to encourage the teacher to:

   a. Express feelings about the lesson.

   b. Recall student behaviors observed during the lesson that support the teacher's feelings.

   c. Recall and relate teacher decisions and behaviors to student behaviors.

   d. Compare student and teacher behavior performed with behaviors the teacher had planned.

   e. Make inferences as to the achievement of lesson objectives.

   f. Analyze why student behaviors were or were not performed.

   g. Make self-prescriptions for alternate teaching strategies or behaviors.

   h. Give the observers feedback about how they have helped the teacher in this process.

Robert J. Garmston
California State University, Sacramento

PEER COACHING
PEER CONFERENCING TEAM'S CONFERENCE EVALUATION FORM

1. To what degree were teacher expectations met?

2. What preconference observer and teacher behaviors were helpful? Are there any changes in processes or behaviors that could make the preconference more productive?

3. How did the data collection work? What was most useful? What ideas might improve data collection?

4. What postconference observer or teacher behaviors were helpful? Are there any process or behavior changes that could make the postconference more productive for either the teacher or the observers?

5. What agreements regarding conferencing processes or behaviors would the peer coaching team want to make for the next observation cycle?

Robert J. Garmston
California State University, Sacramento

CONSOLIDATED HIGH SCHOOL DISTRICT 230

District Guidelines For Peer Coaching: 1987-88

1. The preferable coaching model is collegial coaching because it is non-judgmental and the cadres help the observed teacher analyze and evaluate his/her own teaching behaviors. REMEMBER: It is not the responsibility of the coach to fix the teacher. The coach's only responsibility is to help the teacher reflect on his/her own behavior.

2. To facilitate the scheduling of cadre meetings and observations, coaching cadres should be composed of 3 individuals.

3. To help observations focus primarily on pedagogical issues instead of subject matter, teachers in coaching cadres should be from different disciplines.

4. Coaching cadres should be formed on a voluntary basis with teacher input into the cadre selection. (For the purpose of the State evaluation system, it would be helpful to include a certified administrator when possible.)

5. To help develop the trust so necessary for cadre members to try new strategies in their classrooms, coaching cadres should be allowed to remain together for a minimum of two years.

6. Consideration should be given to integrating cadres with teachers from the 1987 Summer Program.

7. To reduce scheduling difficulties, a common preparation or lunch period should be considered in the formation of coaching cadres.

8. It is expected that individual cadre members will be observed at least once each semester by their cadre.

9. Coaching cadres should consider the idea of one individual serving as the spokesperson for the coaches during both the pre-conference and post-conference.

10. Coaching cadres should decide their own operating rules before they begin observations (i.e., identify a facilitator to schedule subs, identify spokesperson for conferences, establish schedule of observations, etc.)

11. Buildings should identify themes on which the cadres will focus as they practice coaching. The themes could include concepts/skills such as Instructional Decision-Making, Learning Styles/Teaching Styles, Motivation, or Critical Thinking Skills. Within the building's focus, each cadre may select the specific concept or skill on which they will focus.

9-4-87

CARL SANDBURG HIGH SCHOOL

INTER-SCHOOL CORRESPONDENCE

TO: Carl Sandburg Peer Coaching Participants

FROM: Tee Newbrough

DATE: September 8, 1986

SUBJECT: 1986-87 PEER COACHING GUIDELINES

1. The preferable peer coaching model is collegial coaching. This model is preferred because it is non-judgmental and the cadre helps the observed teacher analyze and evaluate his own teaching behaviors and apply those observations to future teaching decisions. If technical coaching is used with a checklist-type of data gathering instrument, the coach should be non-judgmental in sharing the data with the teacher. REMEMBER: It is not the responsibility of the coach to fix the teacher. The coach's only responsibility is to help the teacher reflect on his own behavior.

2. Coaching cadres should be composed of 3 or 4 individuals.

3. Coaching cadres should strive for an interdisciplinary make-up.

4. Individuals may take the initiative to form their own teams in accordance with the above guidelines. Individuals who do not choose to form teams in this manner should take the attached sheet of names, strike off the names of individuals with whom they do not want to coach, and rank the remaining names in priority order from the first preference down to the last preference.

5. The sheets should be returned to Tee Newbrough by Friday, September 26, showing either an individual's preferences or clearly identifying a team that has been formed.

6. Our goal is to have all teams identified by October 1.

7. Two observation cycles should occur each year. The first cycle should be completed by Christmas break, and the second cycle to be completed by May 1. An observation cycle is complete when each member of the team has been observed by the other team members.

8. Coaching cadres should consider the idea of one individual being the spokesperson for the coaches during both the pre-conference and the post-conference activities.

9. One individual should be identified as the team leader. This person will coordinate substitutes as needed with Jean Drenthe. This person can also address any other needs of the team directly to Tee Newbrough.

10. During the first quarter of the school year, through input from staff and building administrators, an instructional theme will be identified to be incorporated into the peer coaching process.

11. Teacher evaluation procedures and timelines: Each participant will complete a self-evaluation prior to June 1, 1988.

ATN:nr

CONSOLIDATED HIGH SCHOOL DISTRICT 230
AMOS ALONZO STAGG HIGH SCHOOL

PEER COACHING CADRES 1987 - 1988

Contact MARY ANNE HILLER
4-Mat Helen Engemann
Diane Gurnea
Nan Gratkins

Contact PAUL SCHRECK
4-Mat Bob Dillon
Kathy Gallagher
Scott Sonik

Contact DIANE O'DONNELL
4-Mat Darrell Walery
Carol Czworniak

Contact BARB AMELIO
4-Mat Pat Sajewich
Mary Maxwell

Contact RICH MORAVEC
4-Mat Andy Styczynski
Laura Dale
Roy Grider

Contact GEORGE LENDRAITIS
Arline O'Connell
Nancy Clauson

Contact DON WATTS
Rob Reuther
Darryl Hyink

Contact PAUL BUCEK
Gerry Pavlovic
Rolf Moan

Contact FRANK KRIES
Carole Kudla
Dennis Mc Allister
Jean Sensenbrenner

Contact MIKE PETTY
Linda Maciulis
Laurie Rapinchuk
Mike Madonia

Contact CATHY HARPER
Bob Barrow
Bob Barwa

Contact ANDREA NEWLON
John Cvengros
Jack Doyle

Contact BILL KIERNY
Ken Gardner
Chuck Vaccarello
Lori Pedrigi

Contact DEBBIE FERRERO
Therese Sonik
Barbara Klupchak

Contact KATHLEEN TANGEL
Gail Petrenko
Jean Siewerth
Nancy Siprut

Contact EVELYN BOOKER
Pat Ryan
Doris Kelly
Bev Groark

Contact IRENE GAJECKY
Wayne Mraz
Roger Liska

Contact MARGE STREET
Todd Bakker
Gail Tracy

Contact LEN WANTROBA
Don MacGregor
Rita Wojtylewski

Contact BOB LYONS
Jim Leonard
Mike Gabel
Mike Overmyer

Contact DEEKS CARROLL
John McBride
Ken Niebrugge

Contact TONY GIES
Dick Hanus
Warren Thom

Contact BENITA KYROS
Marilyn Jenkins
Dave Henry
Roberta Rebb

Contact LE GURNEA
Judd Werth
Jerry Worell

KEY QUESTION 2: Do faculty members perceive a change in their instructional behavior as a result of the program?

Change in Teaching

conclusions	evidence

There appears to be a strong belief by faculty that their teaching strategies have changed as a result of peer coaching. An increased willingness to try new methods, the better planning of lessons, and more attention to student needs are examples of this change.

Faculty reveal a feeling that peer coaching has changed the way in which they interact with administrators. Comments indicate that this is a positive change.

Faculty feedback

	n	x	sd
Item 1. To what extent do you feel your teaching strategies have changed since you began the peer coaching process?	99	3.00	.99
Item 2. How much change have you perceived in the teaching strategies of other faculty since their involvement in the process?	89	2.87	1.02
Item 3. To what extent has the peer coaching process changed the way(s) in which you interact with other faculty and administrators.	99	3.33	1.20

Item 8. What changes have occurred in your teaching strategies since involvement in the peer coaching process?

	number
• Willingness to try new methods and strategies	12
• Use of a greater variety of teaching strategies to gain more interaction with students	10
• More thoughtful goal setting and lesson planning	8
• More aware of own behavior and added attention to self evaluation	7
• More attention to the positive reinforcement of students	6
• More attention to checking the understanding of students	7
• Greater attention to individual student needs and learning styles	5
• Improved classroom management	4

KEY QUESTION 6: What are the perceived benefits of the peer coaching process?

Program Benefits

conclusions	evidence

Faculty identify a large number of benefits of the peer coaching process. Among the most often cited are benefits relating to exposure to and learning new teaching methods and a positive interaction with other faculty. This self reported benefit of faculty appears to be significant as related to the goals of the process.

<u>Faculty Feedback</u>

Item 9. What have been the benefits of the program to you?

- Exposure to and acceptance of different teaching methods 37
- Positive interaction with other teachers 37
- Learned better ways of working with students 10
- Removal of judgement from the evaluation process 9
- A building of morale and a reduction of stress 4
- A catalyst for change 4
- Improved administrative regard for staff 2
- Improved self evaluation 1

Department Chairs have also identified a variety of benefits from the peer coaching process. A broadening of awareness of strategies and curriculum within the district, personal and professional growth, and improved communication are among the most cited benefits.

<u>Department Chair feedback</u>

Item 5. What have been the benefits of peer coaching to you?

- The opportunity to learn new strategies and about other disciplines 9
- Personal and professional growth 7
- Improved communication and critical thinking 5
- Greater respect for other teachers and other departments 3
- Improvement of the instructional process 2
- Students benefit from better teaching 1
- The opportunity to better understand learners 1

KEY QUESTION 7: Are the levels of flexibility and accountability appropriate for the program?

Flexibility and Accountability

conclusions

Generally, both faculty and department chairs are satisfied with the amount of flexibility provided with the peer coaching process. This is evident by their indication that the flexibility lies approximately midway between too much and too little.

The perception of flexibility by principals and assistant principals was mixed. Although more thought it was satisfactory than not, others thought there was a need for more structure in some components of the process.

ACCOUNTABILITY

All groups responding to this issue expressed a need for more accountability. Even though this is not viewed as a major problem by any group, it is still reflected as something worthy of attention and improvement. The need to better establish the ground rules, to establish deadlines and require better scheduling, were all registered as concerns.

evidence

Faculty Feedback

	n	x	sd
Item 5. What is your opinion regarding the level of flexibility provided in the program?	99	3.05	.85
Item 6. What is your opinion regarding the level of accountability that is demanded by the peer coaching process?	96	2.82	.71

Department Chair Feedback

Item 10. Same as Faculty 5.	27	2.92	.28
Item 11. Same as Faculty 6.	28	2.73	.67

Principal and Assistant Principal Feedback

Item 7. How do you feel about the extent of flexibility within the program?

- Need more organization in preconference
- Cadres could be directed more
- Some cadres want more structure
- It's great!
- We need enough to know boundaries
- The same cadre year after year is not good
- We need fresh ideas
- Lack of judgement in the process is unrealistic
- I like it!
- We need more stringent expectations

KEY QUESTION 8: What are the organizational barriers to advancing the intent of the program to becoming an integral part of the district's culture?

District Culture

conclusions.	evidence

Faculty, Department Chairs, Assistant Principals, and Principals all feel rather strongly that peer coaching is part of the District's culture. This is a very positive result and one that can be nurtured and enhanced.

Faculty Feedback

	n	x	sd
Item 13. To what extent do you perceive the peer coaching process to be part of your building and/or district culture?	94	3.77	.96

Department Chair Feedback

Item 13. Same as faculty 13.	28	4.00	.75

KEY QUESTION 9: What is the overall perception of the adequacy of the peer coaching process in the district?

Overall Perception

conclusions	evidence

Faculty and Department Chairs rate the peer coaching process very highly as a means of professional growth. Department Chair ratings are slightly higher than faculty ratings but both are exceptionally high. This overall finding is bolstered even further by the results to the survey item that solicits ones interest in continuing their participation in the peer coaching process.

Faculty Feedback

	n	x	sd
Item 7. Overall, how would you rate peer coaching as a process for professional growth?	99	3.80	1.05
Item 14. What is your interest in continuing your involvement in the peer coaching process?	97	4.07	1.19

Department Chair Feedback

Item 12. Overall, how would you rate peer coaching as a process for professional growth?	28	4.35	.56
Item 14. What is your interest in continuing your involvement in the peer coaching process?	28	4.50	.71